TWO SECTIONS

SECTION ONE

CHILD STUDY

ADOLESCENCE

Unchanging Youth

By MAURICE A. BIGELOW

The Adolescent in Modern Society

By BENJAMIN C. GRUENBERG

Published by

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Unchanging Youth

Biologically, adolescents are little different than when civilization began

By Maurice A. Bigelow

IN BOOKS, in the periodical press, in lectures and sermons, and in general conversation there is more or less evidence of a stampede of the older people who are concerned with the youth of today. Having noted that something is wrong, they have tended to assume that the young people have changed more or less hopelessly. As a biologist, I cannot accept such a conclusion. I base my faith in youth on the proposition that the fundamental nature of the adolescent has not changed.

Everybody knows that society has changed and is still changing. There are never-ending movements of advance and retreat, and such a movement has been noticeable within the past ten or fifteen years. "The times are out of joint," indeed, but the rattling sounds which we seem to hear coming from the direction of the youth of today do not mean that the fundamental nature of youth has permanently changed, but simply that there is a disjointed and therefore noisy relation between youth and modern society.

In attempting to understand the adolescent of today, we need first of all a knowledge of the biological facts which determine his fundamental nature. Adolescence or youth is simply a period of about ten years, beginning at from twelve to fourteen and extending to maturity or adulthood. During this very important period each individual is completing his physical, mental and social preparation for his place as a fully developed citizen. From another point of view, adolescence is the continuation of childhood into the final stages of complete development of a mature human being. The most striking of the physical changes in these final stages of development are: first, the completion of the growth of the whole body with the correlated assumption of its fully developed functions; and, second, the development into sexual maturity.

In order to appreciate how social conditions affect the individual youth in these final stages of development into maturity, let us think of human life in terms of the well-known biological triangle. The base of the triangle stands for heredity or what the individual has at the beginning of his life as an inheritance from his race and his family. This is the first contrib-

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uting influence to the individual's life, beginning, as it does, at fertilization.

The second side of the triangle stands for natural environment, including all external physical influences, such as air, water, food, bacteria, etc. These affect the individual from his prenatal life to maturity, and may modify profoundly the influence of heredity. For example, the individual may inherit a good pair of lungs or a good heart, and the environment may ruin these organs before the individual becomes mature. Right here is where modern hygiene comes in; it may control the influence of environment either by conserving or developing a good inheritance; or by protecting, to a considerable extent, against the tendencies of an unfavorable inheritance. We can never estimate accurately in a given case the relative importance of heredity and environment, but we are sure that in all cases both have a very important influence.

The third side of the triangle stands for the influence of the social environment, that is, the influence of other human beings. This includes education, tradition, social customs, manners; in short, all of the influences set up by other people, excluding, of course, any which have a purely physical effect. It is this third side of the triangle which has vast significance in the ten years of adolescence, for it involves the conflict or adjustment of the individual with his social environment.

Now, the fundamental biological nature of the adolescent is represented by the base of the triangle—that is, heredity. There are no facts which seem to indicate that the physiological and psychological changes of the adolescent years have been modified by heredity within the historic period. The individual inherits a tendency to grow up rapidly during the period which we call adolescence and he also inherits a fixed tendency to undergo development of the sexual system during the same period. These two fundamental characteristics, so far as we know, have not changed from generation to generation. Any apparent changes in individuals are to be traced to the influence either of their physical or their social environment. Since most of the so-called characteristics of the modern adolescent relate to his habits and customs and relations to other people, it is obvious that any difference between the modern adolescent and the youth of other days must be due to a change in the social environment.

Many undesirable moral and social characteristics of our young people today have been mentioned by writers on this subject. The critical biologist and psychologist fails to find much evidence of marked social characteristics in the majority of boys and girls. We do not know for certain that there are any types of behavior which are typical of a definite period in early youth. Most of the types which have been mentioned can easily be traced back into childhood and forward into adulthood.

Furthermore, there is no biological or psychological evidence that puberty or early adolescence is a "new birth" of intellectual, social or moral traits. Of course the sudden awakening of the dormant racial or reproductive function has an enormous influence on many individuals. This change superimposed in early adolescence on the individual's essential functions leads to stress and strain, but not to radical changes in the non-productive systems of organs. Modern physiology recognizes the continuity of development of both the nutritive and nervous organs, and the general conclusion is that both in mental and physical development from early childhood to adulthood a continuous series of processes take place with no sharply marked division between adolescence and preadolescence.

The awakening of the sexual instinct at puberty is coincident with the awakening of the reproductive mechanism which until this time has remained dormant since its formation in the embryonic life of the individual. As the sexual or mating instinct becomes active, it tends to exert an enormous influence on the physical and mental life of youth during the pubertal period or thereafter. So far as we know the biological facts of animal and human life, the mating instinct normally begins its well-defined influence in early adolescence when the reproductive system is ready for activity. Any evidence of premature excitability in childhood is probably due to external influences and not to the internal urge of a physiological mechanism within the individual. Such a physiological interpretation of the facts will go far to help us interpret some of the physical and social adjustments to environment which take place in the maturing years of the individual. Sex education in its broadest sense gives us the most important method yet discovered for helping the individual adolescent understand and adjust himself to some of the most impressive social problems which confront him.

The Adolescent in Modern Society

By Benjamin C. Gruenberg

THE adolescent in modern society resembles the adolescent in every society in that he reflects what goes on around him—and adds something of his own, for that is in the nature of the adolescent.

What are some of the changes that have presented the present day adolescent with a sufficiently new environment to call forth a distinct mode of behavior? The most important change, and one that everybody can recognize, is that pertaining to the home. The home of today is typically lacking certain characteristics that bear upon the conduct of children in general, and of children of the adolescent period in particular. The material framework of the home has been changed with respect to size and with respect to the introduction of so-called conveniences. It has changed so that there are possible in it, typically, very few economic processes. It has become a commonplace that dressmaking, weaving, spinning, baking, laundry work, dairying, and other processes have long since gone to the factory. We do not seem to be aware that with these has gone also the daily opportunity not only for becoming acquainted with these processes as integral parts of the community's economic life but also the opportunity to handle the simple tools and to acquire mastery of familiar materials.

With the change in the framework of the home have gone also the opportunities for play. The home is for many people hardly more than a place in which one may sleep, and occasionally eat. Children do still bring their studies home from school but very few homes are organized to provide for study much more than toleration. If there is any study in the home, it is in most cases confined to the children. The practice of looking into books for information, the practice of quietly thinking about problems, the practice of discussing unsolved problems is not a routine of the modern home. Such educational processes as are still carried on by the home are confined for the most part to the imposition of the restraints upon the very young child and of a conventionalized decorum, chiefly negative, upon older children.

These changes that have deprived the home of its ancient status and function as an economic unit, as an educational agency, and as a recreational medium, are due to social forces which have imposed an accelerated readjustment of life. The industrial revolution came normally in the course of events and dragged with it a whole retinue of radical changes in every field of human relationships; the re-organization of the home is merely one of the incidents in this larger transformation. Parallel changes have taken place in the school, in commercialized recreation, in the organization of vocations, in the distribution of economic power and dependence. These forces have made for material prosperity, and this in turn has made for a diffusion and democratization of our older culture. Concretely it has meant that the number of children in high school has increased several times as rapidly as the number of children of high school age, within the memory of teachers still in service, that the proportion of college graduates in the population has more than doubled in twenty-five years.

To return for a moment to the home, we should note that normally this is an institution from which the adolescent must somehow find his escape—but only eventually to start one of his own. One of the results of our economic rearrangement, including our prosperity, has been that the escape of the adolescent from the home has been hampered. With the best of intentions we have prolonged infancy until our kind tutelage has become unendurable. The protected adolescent whom we have solicitously shielded from the cruelties of an inhuman factory system, has been given, as an alternative to responsible work and to an opportunity for achievement, encouragement in irresponsible play and the extension of his term in school. The school, on the other hand, in spite of many improvements in detail, has until almost yesterday given no thought whatever to the needs of this new influx of pupils who are not scholars. The school has remained, that is, a retreat for scholars, while inviting to its ministrations boys and girls whose interests and capacities were far removed from what the school could offer.

Deprived of an opportunity to go out on their own, of an opportunity to do real work and to earn real money, but forced instead to go through the motions of attending a school that has no

meaning for them, what can these boys and girls do? We continue to think of them as boys and girls and to treat them as boys and girls when, in reality, they are already men and women. The only freedom that is left them is the freedom of play. Is it any wonder that in their play they go to extremes that are shocking to an older generation?

But the complaint of the older generation is not confined to the doings of the high school and college groups. Young people who are already out of school are, if anything, even more shocking—to those who are complaining—, but here again we have, incidental to our prolonged infancy and increased prosperity, a constant pressure to defer marriage. We force these young people for another year and another year to restrain their normal desires, without either teaching them how best to make use of their impulses or how to carry the temptations satisfactorily and happily through the deferred stretch of time. If they do sometimes break through these bonds, the reasons are not to be sought in any change that has overcome the adolescent, but in a change that has overcome our institutions and our ways of living.

A special significance, it seems to me, lies in the extraordinarily rapid diffusion of our cultural heritage, through school machinery, through newspapers, magazines, etc. This diffusion works in two directions. Not only does it carry the fruits of an earlier culture to strata of the population that heretofore enjoyed no such blessings; it brings also into prominence modes of thinking and of conduct that are decidedly below the standards already attained by the most favored portions of the population. It is probably safe to say, without intending anything invidious, that the attitudes with respect to sex are different in groups that have a long tradition of scholarship from what they are among illiterate groups. This is not to say that the attitudes in one group are better or worse than those in the other. It is merely to emphasize the historical fact is that in one group there has been a long period of adjustment to a deferred age of marriage, whereas in the other group early marriage and early sex experiences have been for long accepted as normal.

In this city, for example, American-born children of Italian parents were very scarce in the public high schools twenty-five years ago; today this fraction of the population is approaching its proportionate representation in the public high school. Today the modal age of young people implicated in sex delinquencies is about sixteen years; the grandparents of these children were in most cases married at sixteen years, or at any rate, were free with respect to sex so far as the community was concerned.

During the past forty or fifty years, thousands of sons and daughters of illiterate peasants and unskilled laborers, have become in turn the fathers and mothers of high school and college graduates. These people as consumers, make use of the best that the market affords in the way of housing, furnishing, clothing, foods, transportation, recreation. Our rapid economic development has made it possible for these people to put on the outward and visible signs of what was at least at one time considered an inward and spiritual achievement of civilization. If their children do not, in all respects, behave as some of us have assumed (perhaps gratuitously) that young ladies and gentlemen of this period should, we cannot blame either the parents or their children nor may we blame the schools. We should consider the hypothesis that our adolescents are manifesting the normal reactions for that type of organism under prevailing conditions.

To say that our prosperity has deprived our young people of the opportunity to do real work when they are quite old enough to assume responsibilities is not to plead for the abolition of the safeguards that have been thrown about the children to protect them against industrial exploitation. It is to say only that, while the factory may be no fit place for the children of man, these children cannot thrive either on idleness or on the kind of regimen that has been provided for most of them.

To say that for vast numbers of adolescent boys and girls the school is no suitable substitute for life, is not to plead for the abolition of the schools nor even for the exclusion of these adolescents from our institutions of learning; it is to insist only that there are many kinds of activities which adolescents need to experience quite aside from the traditional academic school process. We have indeed in our more modern schools made an effective alliance between the adolescent's need for genuine workmanship service and society's need for protecting the child from commercialized exploitation. More and more our glorified day nurseries are finding ways to in-

(*Continued on page* 11)

Child Study Activities

Conference Notes

The Conference of the Chicago Association for Child Study and Parent Education will open on March 4th at the Palmer House in Chicago. The topic of the first session will be "The Child, the Home and the Community." Mrs. Daphne Drake, Vice-President of the Child Study Association of America will be chairman of this meeting. The speakers will be Miss Grace Abbott of the Children's Bureau, Washington, D. C., Dr. Ernest R. Groves, and Dr. Elton G. Mayo.

Other subjects will be "Health Habits," "The Importance of Childhood," "Problems of the Adolescent," "The Home, the Child and the School." Dr. Patty Smith Hill, Miss Edna Noble White, Dr. Bird T. Baldwin, Dr. John E. Anderson, Dr. William Burnham, Dr. Arnold Gesell and Dr. Walter Dearborn are among the speakers.

On Saturday, March 6th, a round table luncheon discussion will be held on "Sex Education" and led by Mrs. Sidonie M. Gruenberg. Other luncheon discussions on nursery schools, cultural backgrounds for the child, and the technique and material of typical child study classes are being planned. The Chicago Association for Child Study and Parent Education is the outgrowth of several study groups in Chicago formed by the Child Study Association.

The Child and His Task

"Every child has a special ability for some form of service to society," said Dr. William H. Burnham, speaking before the Child Study Association on February 10th in New York City. "A really democratic group is one in which the child has an opportunity to develop so that he can render some distinctive service to the group."

Each child should have, if possible, the stimulus of success. individual success in doing his task and social success in getting the approval of the group. Defects in children should not be emphasized. Experiences of failure which heighten the child's sense of inferiority should be avoided.

Adults should learn not to interfere with the legitimate activities of their children. Each child has a right to a significant task and he should be allowed to do it in his own way.

The attitude of the artist toward his task is the normal one which every human being should take.

Dr. Burnham is Professor of Education and School Hygiene at Clark University and author of "The Normal Mind."

A Library for Every School Child

Mme. Helen Scheu-Riesz of Vienna, editor of the World Library for Children, expressed emphatically at a conference on February 24th in New York City her feeling of the worthlessness of some of the present-day literature for children. The primers and school readers which are being used in her own country she compared to the poison gases which turn men into idiots or lunatics. Since the war many of these have been replaced, but the teachers in different countries complain that the readers still contain material either utterly worthless or filled with nationalism and hatred.

Mme. Scheu-Riesz recalled her own childhood, when she had an insiatiable hunger for books and was tormented with the fear that the time might come when she had read all the books in the world. She has grown up with the feeling that the hunger for books is as serious as the hunger for food. With the conviction that every child should have a little library of his own, she planned to issue a series of small books which could be sold very cheaply and which would be chosen from the world's best literature, both classic and modern.

If books like these could be used for instruction in reading, then the schools would become channels for supplanting the old hatred and narrow-minded chauvinism by a love of beauty, understanding and good will. It would mean a liberal education for the teachers as well as the pupils.

The publishing of these books has been begun in Austria and the enterprise is extending to other countries. There is a New York branch.

Child Study for Shoppers

A child study program for metropolitan shoppers is being planned for the afternoon of April 14, 1926, in the auditorium of Wanamaker's Store, New York City. Dr. Helen T. Woolley will show in moving pictures some of the typical activities of a nursery school. Mrs. Sidonie M. Gruenberg will speak on "Parenthood as a Profession," while Mrs. Lucy Retting will give the first public presentation of a new film which has been made of the children in the summer play schools.

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The Child's First Years

THAT is it about the "younger generation" that is disturbing parents nowadays? The answer seems to be in the spirit of revolt against the restraints upon life in general and against the conventions of living in particular; and we are disturbed because we do not know how to deal with it.

This would not have worried our forefathers, for the simple reason that they could fall back on others for the answer. They turned confidently to the summary authority of the church, the Bible, the government. The complete and succinct guide for any situation could be found in the fiat of one of these and they could easily and with the approval of their conscience shift the responsibility and comfortably feel that they were right.

Parents today, as never before, are confronted with the job of being interpreters of life. We can no longer be content with ready-made moral precepts. Our answers can no longer be off-hand and unthinking. Perhaps it is true that there are fewer principles of living today to which we hold securely but in each one of us there is an irreducible minimum of ideals with which there is no compromise, a philosophy of living which is essential.

As boys and girls grow into men and women, with distinct, vital and new personalities, they always find that they are struggling in a conflict between the world as it is and has been and the world as they wish it to be. They wish to think their own thoughts, do things their own way, work out their own salvation.

In times past, parents looked upon this period of storm and stress with concern. The turbulent years had to be calmed at any price. The result was suppressions and inhibitions and prohibitions which we know now were probably the causes of emotional disturbances and maladjustments later on in life. This is why the adolescents of those past times are today called "these childish Americans" by psychologists who diagnose us in the popular magazines.

Our young men and women are challenging the old order and us. But we should not be disturbed; we should rejoice, rather, for society is richer by the variations they offer, by the new light they shed. This attitude of theirs which looks for problems to solve and questions authority is our opportunity. The biologists have relieved us, to some extent, of the responsibility for the hereditary traits which we see in our children and have distributed it impartially among our ancestors, but at the same time we are confronted with this new responsibility—of standing with youth between the old order and the new.

This is what makes parenthood today so interesting, so absorbing a job—we do not always know the answers to the questions which these youngsters raise. But with a workable philosophy of life of our own by which we live sincerely, we can help and guide our sons and daughters and enjoy with them the great game of finding themselves in their work and in their relations with other people.

Child Study for Fathers

The tendency to plan child study programs to meet the convenience and interest of fathers is growing. In New York City a special evening group on "Sex Education for Parents," led by Dr. Benjamin C. Gruenberg is being held every other week. Thirty-four fathers and mothers are taking this course.

In St. Louis a special meeting for fathers was held in February on the subject, "Habits and Personality." Mrs. Alexander Langsdorf presided and Dr. David S. Muzzey of Columbia University led the discussion. The success of this meeting has encouraged the group to arrange for more evening gatherings.

A group which began work this fall in Jamaica, L. I., is planning an evening meeting for May 3rd on "The Role of the Father in the Life of the Child." Mrs. Elizabeth M. Fichandler will speak.

APRIL CHILD STUDY

"Summer Activities" will be the subject of the April issue of Child Study. It will contain articles by Henry Busch, Eleanor Deming, Marion Gans, Laura Garrett and Fay Welch.

The Adjustments of Adolescence

(Based on the Minutes of a Child Study Group)

Sources:

Hall, G. Stanley.....Adolescence
King, Irving.....The High School Age
Kirkpatrick, E. A..The Individual in the Making
Williams, Frankwood E..Confronting the World

TOO great stress cannot be laid upon the physical and mental changes to which the child must adjust in passing from childhood to adulthood. Success or failure affects not only his immediate adjustment to his environment but also his entire future effectiveness as a member of society. This is a period, therefore, which demands the utmost care and intelligent sympathy on the part of parents and teachers.

Dr. Kirkpatrick says that while some generalizations regarding the many physical changes may be made with considerable assurance, it must not be expected that they will apply to all individuals or that the exact time at which the changes take place is predictable. The two most pronounced physical characteristics are the maturing of the reproductive functions and the completion of the whole body growth.

The maturing of the sex function necessitates a complete re-adaptation of the personality to its environment. Before the advent of puberty both boys and girls should be informed of the changes to be expected and taught to apply a rational hygiene in this as in every other phase of life.

There is during this period a remarkable increase in strength and a gain in rapidity and accuracy of movement in many lines but there is also in a large number of cases imperfect coordination of movement. A period of awkwardness ensues which may be due in part to a lack of correlation in growth of bones, muscles, and tendons and an imperfect connection between the sensory-motor areas of the brain.

Dr. Hall points out that fatigue in adolescence takes varying forms and that some adolescents have the endurance to resist fatigue under long sustained effort while others suddenly summon their effort in one great spurt which soon leaves them exhausted. Early adolescence develops in the direction of spurty rather than sustained effort. These variable physical symptoms are simply the forms in which we receive the momentum of heredity and mark the richness of the raw material from which the mature individual is to emerge. Important too is his statement that powers must themselves be unfolded before the ability to check or even to use them can develop.

Many maladjustments occur between the adolescent and his school environment. It is essential to the moral health of the adolescent that he be encouraged in something in which he can succeed. In our present school system, by binding an individual down to a dull routine of school failure, we wholly neglect the golden opportunity to develop latent abilities which perhaps never again can be reached. The adolescent needs an opportunity for exercising his physical body and growing creative powers. This opportunity should be afforded him both by change of the school curriculum and by basing the Child Labor Laws on maturity and strength rather than upon chronological age with its varying physical and mental concomitants.

Dr. Williams points out that from the point of view of mental hygiene, there are two primary developments during adolescence. The first is the integration of the well-assured, well-poised personality, capable of functioning without fixations. The second is the development of the normal hetero-sexuality. This should be a natural progression from the previous auto-erotic and homosexual stages.

This physical, social and emotional maturity involves the emancipation of the adolescent from his family. Physical separation is not necessarily needed to accomplish independence. On the contrary, an adolescent may live miles away from the parental roof and still be unable to function independently.

Discussion

Group discussion brought out the point that very often there are emotional difficulties underlying awkward physical habits and it is wise to look for environmental factors which may be, at least, a contributing element. Poor posture, for instance, may sometimes be due to a sense of inferiority—and to such a degree that any emphasis on the physical factors tends merely to further deepen the central difficulty.

Menstruation and other physiological processes were discussed.

For the purposes of mental health and the development of a sane attitude, adolescent boys should be instructed as to the nature and function of emissions. Girls should be given such knowledge as we have regarding menstruation and its hygiene.

The experiments of Professor Hollingworth and Dr. Mosher are cited to show that there seems to be no lowering of efficiency during the menstrual period. There are no data, however, which show how great an effort, as measured in terms of fatigue products, is needed to maintain this efficiency.

At the physical training department of Wisconsin University, women students during the first three days of menstruation are asked to take special exercises which tend to eliminate congestion and otherwise maintain healthful conditions for carrying on the menstrual function. In all women's colleges it is customary to refrain from the regular physical program.

On the question of whether a particular teacher might be to blame for a child's failing in his school work, it was pointed out that if the child is understood at home and helped in the understanding of his difficulties, he will make a good adjustment, regardless of the influence of his teacher.

Interest in theatricals, art, dancing, etc., were considered. It was brought out that such an interest sometimes is based on a desire to get out of the studies which the high school curriculum requires. It is, therefore, the parent's business to know the child's capacities and interests sufficiently so that he can detect whether the basis of a given interest is sound or whether it merely represents a rationalization of a fundamental unwillingness to buckle down to reality.

The abundant energy of adolescence should be used to express the particular adolescent's interests. In the process of emancipation mere intellectual consent to independent activity is not enough. For a successful completion of this part of growth, the adolescent must not be hampered by a knowledge of his parents' fears, hopes and anxieties.

A Special Session at Cleveland

The Child Study Association is to have charge of a special session at the National Conference of Social Work to be held in Cleveland from May 26 to June 2. This session will be held on Friday afternoon, May 28. The speakers will be Dr. Beatrice Hinkle, Dr. Bird T. Baldwin, Dr. Ernest R. Groves and Mrs. Sidonie M. Gruenberg.

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The Adolescent in Modern Society

(*Contniued from page* 6)

terest the new types of students in a sober contemplation of the problems of life while keeping them interested in creative activities for which there is something to show at the end of the semester besides ratings and promotions.

To say that indecorous recreational dissipations result from a new freedom is not to plead for new restraints and coercions. To the extent that we have become liberated from arduous labor, from gross ignorance, from poverty, these young people are entitled to their share of these freedoms, but they are entitled further to help in making the most profitable use of their freedom. In the over-indulgence in sport, in passive entertainment, in the chase for sensations, they are doing what human beings have always done—that is, they are using their leisure and their resources the best they know how. If any of us know better, surely the least we can do is to find ways of guiding the young people into a wiser use of their leisure and resources.

With our increasing prosperity we have indulged ourselves in the luxury of keeping our children dependent upon us without recognizing the need that the adolescent has of feeling his own power and independence. If a boy now and then, and a girl too, runs away from a comfortable home, it is quite as likely to be for an opportunity to show what he can do on his own as it is to escape the tedium of the well-regulated, or the friction with dominating elders who do not understand. Boys and girls of this period want work then, not merely to show what they can do, but also as a means to economic power or autonomy. It is not enough that they are supplied with all their needs and some spending money besides. They hunger for a self-determination which is impossible so long as they are dependent upon father for their very existence. We may well consider whether even the most amenable of our high school and college students do not feel towards their indulgent parents, in addition to gratitude for favors bestowed, a little of resentment for the implied humiliation that goes with such favors.

We shall have to find ways of restoring to the adolescent the opportunity to achieve, outside of athletics and sports; to attain economic power without the drawback of dependence and without resort to crime; to escape from the home without coming into open conflict with it; and to utilize

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the sex impulses, while delaying the founding of his own home, in forms that are socially acceptable. This implies, of course, much more than attention to the adolescent. It means attention to the child from earliest infancy, attention to the home as an institution in which the child grows up, attention to the school and the playground and the club or the camp, attention to commercial recreation as well as to commercial educational agencies such as the printed page, the movie, the radio. We cannot hope to establish controlling ideals for a mode of life that is in too violent contrast to prevailing customs.

The social changes of the past thirty to fifty years include of course the intellectual stimulations and rearrangements involved in science. The conduct that found its sanctions in a prescientific interpretation of the world does not appeal to our young people. It does not appeal to any young people. It could be made acceptable only by threats and promises that are out of place in an age that questions authority but cannot answer for itself the questions as to the meanings and purposes of life. So long as we older people cannot in most cases give a satisfactory statement as to what all effort is for, the revolt of the adolescent against restraints and conventions that can justify themselves to neither the emotions nor the intellect is to be accepted as normal—and on the whole hopeful.

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BOOK REVIEWS

A Cross-section of Girlhood

The Adolescent Girl. By Winifred Richmond. The Macmillan Co. $1.25. 212 pages.

OTHER books dealing with the adolescent girl have too often proved disappointing because they tend to lay too much stress upon the abnormal. Dr. Richmond has achieved, in a small volume, a wholesome treatment of the fundamental characteristics of feminine adolescence with a pragmatic application of these principles to the guidance and care of the maturing girl.

As a background, the experience of the race with girlhood is shown, as drawn from the customs of primitive peoples, authentic history, myth and folk-lore. This chapter of the book is interestingly told and leads naturally to the author's presentation of the physiological factors and emotional difficulties of girlhood. A chapter is given to deviations from the normal, with sufficient examples of the psychopathic to serve as an index toward the recognition of abnormal manifestations. There is reference throughout to the contributions of the more recent findings in psychology with particular stressing of the Jung concept of introvert and extrovert personality makeup.

The hygienic regime of the growing girl should be adapted to her individual needs. In vocational guidance the intellectual equipment of the girl should be the deciding factor. Dr. Richmond pleads "that time may not be wasted in attempting to make of her something that nature never intended, while overlooking the points at which she is most capable of being influenced."

It would be hard to speak too highly of "The Adolescent Girl." Because of its simplicity, interest and fundamental soundness it is a real contribution to the literature on child study.

C. P.

An Inquiry into Sex Knowledge

The Salvaging of American Girlhood. By Isabel Davenport. E. P. Dutton & Co., 1924. 291 pages.

DR. DAVENPORT has made an interesting research into the actual knowledge concerning sex possessed by young women of more than average education, in their later adolescence. This study is based upon eight hundred and eighty questions concerning sex knowledge and matters of sex interest obtained under conditions carefully planned to eliminate inhibition. Nevertheless, the reader's analysis of the questions elicited raises the query: "Has the habitual restraint really been removed or is this question about menstruation, for instance, merely a cover for what the girl really wants to know?"

Dr. Davenport condemns the Freudian theories as stimulating a large amount of literature which appeals to those mystically or erotically inclined. It is also open to misinterpretation by parents and teachers.

The author makes a telling plea for the elimination of superstition and quackery. The aim of a concrete program in sex education should be a normal development of sex instincts and feelings, and conscious direction, guidance and control of impulses and interests. It should include instruction in the physical aspects of love and marriage. Such teaching makes for a clean and wholesome companionship between girls and boys.

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The book presents an interesting mass of data which, if treated behavioristically, should afford a sound basis for planning sex education for adolescent girls. To outweigh any negative reaction to the rather lurid title it should be mentioned that this research was carried on under the auspices of the Psychology Department of Columbia.

Maternal Enthusiasm Plus Science

A Practical Psychology of Babyhood. By Jessie C. Fenton. Houghton Mifflin Co., 1925. 345 pages.

MRS. FENTON'S book undoubtedly marks a great advance in the literature for the mothers of young children. Although intended for all interested in babies, it is written specially for mothers, as having "the most intimate need for an adequate understanding of the way a baby's mind develops, and the influences which affect it."

This idea of development—physical, mental and emotional—is the keynote of the book. It is presented in simple style and language, intelligible to the least-trained reader, yet with sufficient authority to be interesting to the better informed. The author furnishes the rare combination of an observant mother and a trained psychologist, and it is probably this correlation of scientific observation with maternal enthusiasm that makes the book so well-balanced and yet so inspiring.

In spite of the somewhat large size of the volume, and of the fact that the great majority of the examples and illustrations are taken from Mrs. Fenton's experiences with her own child, the book holds the interest from cover to cover, and one feels none of the boredom that has so often been produced by previous authors, in discussing at length the psychology of their own offspring. The atmosphere throughout is of normal happy childhood, and the pages teem with practical suggestions and useful hints, entirely justifying the title of "A Practical Psychology," and amply fulfilling the aim stated in the preface of giving "definite, practical and specific directions for the application of sound psychological principles in the details of daily care and training of babies."

True, a critic might urge that the psychological principles expressed are of almost *too* "sound" and uncontroversial a nature. But the psychological facts mentioned seem entirely adequate from a merely practical point of view for normal infancy at least, and the book will no doubt be a real stimulus "to awaken mothers to a better sort of love and sympathy for babyhood than mere maternal tenderness, no matter how ardent."

E. M. O.

Articles on Adolescence in Current Magazines

1. *The Social Basis of Extra-Curricular Activities* by A. E. Holch. Education, 1926.

Pointing to the school for the responsibility of the socialization of its pupils, contrasted with the aim of individual efficiency.

2. *Richard Kane Considers Morals,* by Irwin Edman. The Century Magazine, February, 1926.

"The Ethics of the Younger Generation" and how some arrive.

3. *The Adolescence of Genius,* by Lorine Pruette. American Review, January-February, 1926.

A biographical sketch of G. Stanley Hall, the boy.

4. *Why I Sent My Children Away to School,* by Emily Newell Blair. Harpers, March 1926.

A selection of schools for the boy and the girl based on sound educational principles as well as a sound conception of democracy.

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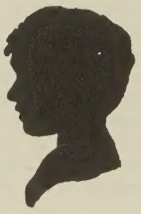

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